



# **GROWING**EXCELLENCE

Let's grow the Gospel Army of God together!

South Atlantic Conference of Seventh-day Adventists' System of Schools



# digital LEARNING

Grades 6 – 8 Teacher Edition



The following persons served as members of the South Atlantic Conference Office of Education Digital Learning Committee, April 2020.

- Michael Cookenmaster, Associate Superintendent of Schools (Chair)
- Gloria Adi, Lithonia Adventist Academy, Principal (Stonecrest, GA)
- Elvis Agard, Grades 6 – 8 Mathematics/Science, Berean Christian Jr. Academy (Atlanta, GA)
- Paula Blackwell, Principal/Grades 4 – 8 Language Arts/Social Studies, Ramah Jr. Academy (Savannah, GA)
- Vinette Dye, Grades 1 – 4, Ephesus Junior Academy (Winston-Salem, NC)
- Princess Hawk, Kindergarten-Grade 1, Berean Christian Jr. Academy (Atlanta, GA)
- Thomasa Henry, Grades 1 – 8, Bethany Christian Academy (Macon, GA)
- Debbie White-James, Principal/Grades K – 4, Berea Jr. Academy (Sumter, SC)
- Michelle Blake-Livermore, Grades 5 – 8, Berea Jr. Academy (Sumter, SC)
- Cheryl McGee, Principal/Grades 6 -8, Atlanta Adventist International School (Jonesboro, GA)

This DLD pacing guide is based on the flow and sequence obtained from [www.adventisteducation.org](http://www.adventisteducation.org) and forms the basis of the original SACOE pacing guides found at [www.saceducation.org](http://www.saceducation.org).

## Children Online Privacy Protection Act (COPPA)

We commit to:

- Not collect, maintain, use or share student personal information beyond that needed for authorized educational/school purposes, or as authorized by the parent/student.
- Not sell student personal information.
- Not use or disclose student information collected through an educational/school service (whether personal information or otherwise) for behavioral targeting of advertisements to students.
- Not build a personal profile of a student other than for supporting authorized educational/school purposes or as authorized by the parent/student.
- Not make material changes to school service provider consumer privacy policies without first providing prominent notice to the account holder(s) (i.e., the educational institution/agency, or the parent/student when the information is collected directly from the student with student/parent consent) and allowing them choices before data is used in any manner inconsistent with terms they were initially provided; and not make material changes to other policies or practices governing the use of student personal information that are inconsistent with contractual requirements.
- Not knowingly retain student personal information beyond the time period required to support the authorized educational/school purposes, or as authorized by the parent/student.
- Collect, use, share, and retain student personal information only for purposes for which we were authorized by the educational institution/agency, teacher or the parent/student.
- Disclose clearly in contracts or privacy policies, including in a manner easy for parents to understand, what types of student personal information we collect, if any, and the purposes for which the information we maintain is used or shared with third parties.
- Support access to and correction of student personally identifiable information by the student or their authorized parent, either by assisting the educational institution in meeting its requirements or directly when the information is collected directly from the student with student/parent consent.
- Maintain a comprehensive security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information against risks – such as unauthorized access or use, or unintended or inappropriate disclosure – through the use of administrative, technological, and physical safeguards appropriate to the sensitivity of the information.
- Require that our vendors with whom student personal information is shared in order to deliver the educational service, if any, are obligated to implement these same commitments for the given student personal information.

## Class Meetings

**Times:** 9:00 AM – 2:00 PM (M - Th)  
9:00 AM – 1:00 PM (Fri.)

If you are having technical difficulties, please contact your child's teacher or principal.

### Recommended Digital Platforms:

- Zoom
- Google Classroom

## Free and Reduced Cost Internet Resources

- <https://www.internetessentials.com/covid19>
- <https://wifi.xfinity.com>
- <https://www.everyoneon.org/find-offers>

## Borrow A School Device

- [Contract](#)

## What we will study?

### Digital Resources

- [Adventist Art Curriculum](#) – SAC Supplementary
  - [Incredible Art](#)
- [Audible](#) – Free (not all materials suitable for Adventist education)
- [By Design Science](#) – Free Flourish Account
  - [By Design Virtual 5-8 Virtual Labs](#) – login required
  - [By Design Virtual 5-8 Virtual Lab Videos](#) - Free
- [Discovery Education](#) - Free
- [Encounter – Adventist Bible Series](#) - Free
- [IXL Math](#) – Free trial
- [Reading A to Z](#) – SAC Paid Subscription
- [Schoology](#) - Free
- [Southern Union Library and Information Resources](#)
- [Spotlight on the Basics of Music](#) - Free
- [Star360](#)
- [Studies Weekly Social Studies](#) - Free
- [Texas Computer Education Company](#) - Free

- Virtual Field Trips - Free
  - [Museums](#)
  - [Parks & Zoos](#)
  - [Places Around the World](#)
  - [National Parks](#)
- [Writers' Workshop](#) - Free
- [Zoom](#)

## Biblical Foundation

How often those who trusted the word of God, though in themselves utterly helpless, have withstood the power of the whole world—Enoch, pure in heart, holy in life, holding fast his faith in the triumph of righteousness against a corrupt and scoffing generation; Noah and his household against the men of his time, men of the greatest physical and mental strength and the most debased in morals; the children of Israel at the Red Sea, a helpless, terrified multitude of slaves, against the mightiest army of the mightiest nation on the globe; David, a shepherd lad, having God's promise of the throne, against Saul, the established monarch, bent on holding fast his power; Shadrach and his companions in the fire, and Nebuchadnezzar on the throne; Daniel among the lions, his enemies in the high places of the kingdom; Jesus on the cross, and the Jewish priests and rulers forcing even the Roman governor to work their will; Paul in chains led to a criminal's death, Nero the despot of a world empire. Such examples are not found in the Bible only. They abound in every record of human progress. The Vaudois and the Huguenots, Wycliffe and Huss, Jerome and Luther, Tyndale and Knox, Zinzendorf and Wesley, with multitudes of others, have witnessed to the power of God's word against human power and policy in support of evil. These are the world's true nobility. This is its [255] royal line. In this line the youth of today are called to take their places.

Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden. Let him fix in his memory the promise, "The angel of the Lord encampeth round about them that fear Him, and delivereth them." Psalm 34:7. Let him read that wonderful story of Elisha in the mountain city, and, between him and the hosts of armed foemen, a mighty encircling band of heavenly angels. Let him read how to Peter, in [256] prison and condemned to death, God's angel appeared; how, past the armed guards, the massive doors and great iron gateway with their bolts and bars, the angel led God's servant forth in safety. Let him read of that scene on the sea, when the tempest-tossed soldiers and seamen, worn with labor and watching and long fasting, Paul the prisoner, on his way to trial and execution, spoke those grand words of courage and hope: "Be of good cheer: for there shall be no loss of any man's life among you...For there stood by me this night the angel of God, whose I am, and whom I serve, saying, Fear not, Paul; thou must be brought before Caesar: and, lo, God hath given thee all them that sail with thee." In the faith of this promise Paul assured his companions, "There shall not an hair fall from the head of any of you." So it came to pass. Because there was in that ship one man through whom God could work, the whole shipload of heathen soldiers and sailors was preserved. "They escaped all safe to land." Acts 27:22-24, 34, 44 (Education, Chpt.30).

## How we will study

### Instruction

Teachers will provide a combination of strategies to engage their students including: a) face-to-face via Zoom, and b) telecommunication.

### Course Work

Teachers will post student assignments via Google Classroom. Individual teachers will determine due dates of work assigned.

### Academic Honesty & Integrity

The highest sense of personal honor and integrity is expected of all students enrolled in South Atlantic Conference schools in the completion of course work. As Christians we should each be committed to honesty in all things, including academics. Students are expected to complete their own work without submitting others work as their own. Presenting someone else's work as your own is dishonest. Students will always give credit to any sources used in completing their work. Students will refrain from knowingly giving false information. As God is constantly watching over His creation, students should not desire to rob Him or themselves of personal growth. Coursework is to be completed in accordance with the directions established by the student's teacher(s).

### Attendance Policy

- Students are expected to check in with their teacher first period using the digital platform chosen by the school.
- Students out for a verified illness or family emergency will be given one week to complete work missed.
- Students who do not have an excused absence will be given one day to complete missing work.

### Grading Policy

South Atlantic Conference is interested in developing in each student academic rigor. This is the learning in which learners demonstrate a thorough, in-depth mastery of challenging tasks that develop skills through reflection, analysis, problem solving, evaluation, and creativity. Further, we desire to deliver academic relevance where through learning the learners are able to apply core knowledge, concepts, and skills to solve real-world problems.

Teachers may opt to use pre-scaled grading systems offered by the various online digital resources. When assigning student work to be turned in using another platform (i.e. email, Schoology, etc.) the

teacher will use the established [Conference grading rubrics](#), grading student work using a standards-based reporting outcome. The goals of standards-based reporting are: 1) grading is redemptive, allowing students to develop and show mastery; 2) improve communication to parents about student achievement as related to the standards; 3) use grading practices that support student learning of standards – removing the penalty and focusing on proficiency rankings; 4) recognize that standards-based grading and reporting is a best practice in education.

### Pacing Description

The remaining portion of fourth quarter will focus on a thematic unit incorporating key learnings/objective and Adventist Education Content Standards for Art, Bible, English Language Arts (ELA), Mathematics, Music, Physical Education, Science, and Social Studies.

### Pacing Guide Delineation

See proceeding pages.



## Week 1

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 7</li> <li>Eph.6:11-17 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Analyze examples from the Bible that portray God's omnipotence, omniscience, and omnipresence</li> <li>Cite textual evidence that identifies the role of angels in the Great Controversy</li> <li>Investigate promises and passages in the Bible that reveal the character of God, and apply these promises to daily living.</li> <li>Construct an argument based on Scripture to show that God's law is designed to protect our relationship with Him and others</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Factual Descriptions/Informed Opinions</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</li> </ul>
<b>Math</b>	Grade 6: Expressions and Equations Grade 7: Expressions and Equations Grade 8: Expressions and Equations	<ul style="list-style-type: none"> <li>Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms</li> <li>Use properties of operations to generate equivalent expressions</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> <li>Work with radicals and integer exponents</li> <li>Understand and graph the connections between proportional relationships, lines, slope, and linear equations</li> <li>Analyze and solve linear equations and pairs of simultaneous linear proportions</li> </ul>
<b>Science</b>	<a href="#">Physical Science</a>	<ul style="list-style-type: none"> <li>Matter and its interactions</li> <li>Motion &amp; Stability: Forces/Interactions</li> <li>Apply scientific models to energy</li> <li>Model wave absorption</li> </ul>
<b>Social Studies</b>	<a href="#">US History</a> <ul style="list-style-type: none"> <li>The Spirit of Reform – Abolitionist Ideals</li> </ul>	<ul style="list-style-type: none"> <li>Assess how cultural diffusion occurs when groups migrate.</li> <li>Analyze the role of institutions in furthering both continuity and change.</li> <li>Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.</li> <li>Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Participates in self-selected physical activity</li> <li>Participates in a variety of moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 30 minutes per day</li> <li>Participates in a variety of aerobic-fitness activities using technology</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Gustav Klimt</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">A Mighty Fortress</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the diversity of musical expression can be used to glorify God and bless others.</li> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>



## Week 2

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 8:</li> <li>Eph 6: 11-17 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Analyze examples from the Bible that portray God's omnipotence, omniscience, and omnipresence</li> <li>Cite textual evidence that identifies the role of angels in the Great Controversy</li> <li>Investigate promises and passages in the Bible that reveal the character of God, and apply these promises to daily living.</li> <li>Construct an argument based on Scripture to show that God's law is designed to protect our relationship with Him and others</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Factual Descriptions/Informed Opinions</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience.</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6: Expressions and Equations Grade 7: Expressions and Equations Grade 8: Expressions and Equations	<ul style="list-style-type: none"> <li>Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms</li> <li>Use properties of operations to generate equivalent expressions</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> <li>Work with radicals and integer exponents</li> <li>Understand and graph the connections between proportional relationships, lines, slope, and linear equations</li> <li>Analyze and solve linear equations and pairs of simultaneous linear proportions</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>How do we fight viruses?</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a pathogen is.</li> <li>Identify types of pathogen</li> <li>Describe the importance of Louis Pasteur and Robert Koch.</li> <li>Compare and contrast viruses and bacteria.</li> <li>Describe ways the immune system defends against viruses and bacteria.</li> <li>Distinguish between how a vaccine works and how an antibody works to fight pathogens.</li> </ul>
<b>Social Studies</b>	US History The Spirit of Reform Lessons 2 -3	<ul style="list-style-type: none"> <li>Assess how cultural diffusion occurs when groups migrate.</li> <li>Analyze the role of institutions in furthering both continuity and change.</li> <li>Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.</li> <li>Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Participates in self-selected physical activity</li> <li>Participates in a variety of moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 30 minutes per day</li> <li>Participates in a variety of aerobic-fitness activities using technology</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Gustav Klimt</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">God Will Take Care of You</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>

### Week 3

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 9</li> <li>Rev 14:6-12 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that evil is the result of sin which is rebellion against God's law of love, and that the evil is a universal problem, affecting every human being and all of Creation.</li> <li>Describe the part that Earth and humans play in the Great Controversy and why God allows freedom of choice to love or reject Him</li> <li>Recognize that Jesus died for all humans, because of their infinite value to Him, to fulfill the plan of redemption developed before Creation.</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Factual Descriptions/Informed Opinions</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6 – Inequalities Grade 7 – Inequalities Grade 8 - Square Root Functions & Geometry	<ul style="list-style-type: none"> <li>Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms</li> <li>Use properties of operations to generate equivalent expressions</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> <li>Work with radicals and integer exponents</li> <li>Understand congruence and similarity using various mediums including geometric software</li> <li>Understand and apply the Pythagorean Theorem</li> <li>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>How do we fight microorganisms?</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a pathogen is.</li> <li>Identify types of pathogens,</li> <li>Describe the importance of Louis Pasteur and Robert Koch.</li> <li>Compare and contrast viruses and bacteria.</li> <li>Describe ways the immune system defends against viruses and bacteria.</li> <li>Distinguish between how a vaccine works and how an antibody works to fight pathogens.</li> </ul>
<b>Social Studies</b>	US History <ul style="list-style-type: none"> <li>The Spirit of Reform: Lessons and chapter assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Assess how cultural diffusion occurs when groups migrate.</li> <li>Analyze the role of institutions in furthering both continuity and change</li> <li>Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.</li> <li>Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Identifies the components of health-related fitness.</li> <li>Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</li> <li>Examines the health benefits of participating in physical activity.</li> <li>Identifies that God's ideal for quality living includes a healthy lifestyle.</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Gustav Klimt</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">I Need Thee Every Hour</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>

## Week 4

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 9</li> <li>Rev 14:6-12 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that evil is the result of sin which is rebellion against God's law of love, and that the evil is a universal problem, affecting every human being and all of Creation.</li> <li>Describe the part that Earth and humans play in the Great Controversy and why God allows freedom of choice to love or reject Him</li> <li>Recognize that Jesus died for all humans, because of their infinite value to Him, to fulfill the plan of redemption developed before Creation.</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z1</li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Factual Descriptions/Informed Opinions</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6 – Inequalities Grade 7 – Inequalities Grade 8 - Square Root Functions & Geometry	<ul style="list-style-type: none"> <li>Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms</li> <li>Use properties of operations to generate equivalent expressions</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> <li>Work with radicals and integer exponents</li> <li>Understand congruence and similarity using various mediums including geometric software</li> <li>Understand and apply the Pythagorean Theorem</li> <li>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>How do we fight microorganisms?</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a pathogen is.</li> <li>Identify types of pathogens,</li> <li>Describe the importance of Louis Pasteur and Robert Koch.</li> <li>Compare and contrast viruses and bacteria.</li> <li>Describe ways the immune system defends against viruses and bacteria.</li> <li>Distinguish between how a vaccine works and how an antibody works to fight pathogens.</li> </ul>
<b>Social Studies</b>	US History <ul style="list-style-type: none"> <li>Toward the Civil War Chapter Introduction, Lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>What compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed.</li> <li>How slavery contributed to the division of the nation.</li> <li>The events that led to the Civil War.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Identifies the components of health-related fitness.</li> <li>Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</li> <li>Examines the health benefits of participating in physical activity.</li> <li>Identifies that God's ideal for quality living includes a healthy lifestyle.</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Monet and Impressionism</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">Trust and Obey</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the diversity of musical expression can be used to glorify God and bless others.</li> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>

## Week 5

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 10</li> <li>Matthew 24:4-14 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that salvation may not be achieved by human works but is a result of divine action through God's gift of grace.</li> <li>Participate in prayer and worship of God.</li> <li>Recognize that a response to God's offer of salvation is obedience to His commandments.</li> <li>Cite the textual evidence, including a comparison of scripture with scripture, that most strongly supports an analysis of what a Bible passage says both explicitly and implicitly</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Factual Descriptions/Informed Opinions</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6: Graph Linear Equations Grade 7: Graph Linear Inequalities Grade 8: Square Root Functions & Geometry	<ul style="list-style-type: none"> <li>Represent, graph, and analyze quantitative relationships between dependent and independent variables</li> <li>Represent, graph, analyze, and generalize patterns, ratios, and inequalities using symbolic rules</li> <li>Understand congruence and similarity using various mediums including geometric software</li> <li>Understand and apply the Pythagorean Theorem</li> <li>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>What are diseases?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between chronic and communicable diseases.</li> <li>Describe common chronic and communicable diseases.</li> <li>Explain ways communicable diseases can be spread.</li> <li>Explain the difference between HIV and AIDS.</li> <li>Describe ways to stop the spread of the disease.</li> <li>Identify how disease affects developing countries.</li> </ul>
<b>Social Studies</b>	US History <ul style="list-style-type: none"> <li>Toward to the Civil War: Lessons 2-3</li> </ul>	<ul style="list-style-type: none"> <li>What compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed.</li> <li>How slavery contributed to the division of the nation.</li> <li>The events that led to the Civil War.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Identifies the components of health-related fitness.</li> <li>Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</li> <li>Examines the health benefits of participating in physical activity.</li> <li>Identifies that God's ideal for quality living includes a healthy lifestyle.</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Monet and Impressionism</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">Savior, Like A Shepherd</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the diversity of musical expression can be used to glorify God and bless others.</li> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>

## Week 6

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 10</li> <li>Matthew 24:4-14 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that salvation may not be achieved by human works but is a result of divine action through God's gift of grace.</li> <li>Participate in prayer and worship of God.</li> <li>Recognize that a response to God's offer of salvation is obedience to His commandments.</li> <li>Cite the textual evidence, including a comparison of scripture with scripture, that most strongly supports an analysis of what a Bible passage says both explicitly and implicitly</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Persuasive Argument unit</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6: Tables, Graphs & Functions Grade 7: Statistics and Probability Grade 8: Data Analysis and Displays	<ul style="list-style-type: none"> <li>Understand, compare, and order integers; apply integer principles within the four basic operations; graph ordered pairs on a coordinate plane</li> <li>Represent, graph, and analyze quantitative relationships between dependent and independent variables</li> <li>Use random sampling to draw inferences about a population</li> <li>Draw informal comparative inferences about two populations</li> <li>Investigate chance processes and develop, use, and evaluate probability models</li> <li>Investigate patterns of association in bivariate data Investigate patterns of association in bivariate data</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>What are diseases?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between chronic and communicable diseases.</li> <li>Describe common chronic and communicable diseases.</li> <li>Explain ways communicable diseases can be spread.</li> <li>Explain the difference between HIV and AIDS.</li> <li>Describe ways to stop the spread of the disease.</li> <li>Identify how disease affects developing countries.</li> </ul>
<b>Social Studies</b>	US History <ul style="list-style-type: none"> <li>Toward to the Civil War Chapter Activities.</li> </ul>	<ul style="list-style-type: none"> <li>What compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed.</li> <li>How slavery contributed to the division of the nation.</li> <li>The events that led to the Civil War..</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Identifies the components of health-related fitness.</li> <li>Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</li> <li>Examines the health benefits of participating in physical activity.</li> <li>Identifies that God's ideal for quality living includes a healthy lifestyle.</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Monet and Impressionism</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video "<a href="#">Gleams of the Golden Morning</a>." May be done with siblings or entire family.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the diversity of musical expression can be used to glorify God and bless others.</li> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>



## Week 7

Subject	Concept	Standards
<b>Bible</b>	God Protects and Provides <ul style="list-style-type: none"> <li>Unit 11:</li> <li>Joshua 19:9 KJV</li> <li>Isaiah 26:3 KJV</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the closer individuals get to God, the more they will see their own deficiencies.</li> <li>Recognize that Bible study reveals God's plan for our world and our personal lives.</li> <li>Cite the textual evidence, including a comparison of scripture with scripture, that most strongly supports an analysis of what a Bible passage says both explicitly and implicitly.</li> <li>Determine what selected Bible passages reveal about God and identify their practical applications for daily life.</li> <li>Make connections between a Bible passage, personal experience, other reading selections, and the world.</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Zanner-Bloser Handwriting book F</li> <li><a href="#">Spelling City</a></li> <li>Reading Workshop- story elements, cause and effect, inferences, drawing conclusions</li> <li><a href="#">Reading A to Z</a> or RazKids for students on levels A to Z<sub>1</sub></li> <li>Pathways trade books for students on reading level Z<sub>2</sub> or higher</li> <li>Writers' Workshop – <a href="#">Persuasive Argument unit</a> or <a href="#">Poetry</a></li> </ul>	<ul style="list-style-type: none"> <li>Read orally, demonstrating understanding of the material and awareness of the audience</li> <li>Develop key ideas and details in informational and literature-based texts.</li> <li>Integrate knowledge and key ideas of texts</li> <li>Increase range of reading and text complexity</li> <li>Use technology, including the Internet, to produce and publish writing (individually and collaboratively)</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Math</b>	Grade 6: Tables, Graphs & Functions Grade 7: Statistics and Probability Grade 8: Data Analysis and Displays	<ul style="list-style-type: none"> <li>Understand, compare, and order integers; apply integer principles within the four basic operations; graph ordered pairs on a coordinate plane</li> <li>Represent, graph, and analyze quantitative relationships between dependent and independent variables</li> <li>Use random sampling to draw inferences about a population</li> <li>Draw informal comparative inferences about two populations</li> <li>Investigate chance processes and develop, use, and evaluate probability models</li> <li>Investigate patterns of association in bivariate data Investigate patterns of association in bivariate data</li> </ul>
<b>Science</b>	Health Science <ul style="list-style-type: none"> <li>Why do we care about health?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why understanding health is important.</li> <li>Describe healthy habits that can be help prevent disease.</li> <li>Identify the laws of health.</li> <li>Describe how rest and trust in God help prevent disease.</li> </ul>
<b>Social Studies</b>	US History Toward the Civil War: Chapter Assessments.	<ul style="list-style-type: none"> <li>What compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed.</li> <li>How slavery contributed to the division of the nation. he events that led to the Civil War.</li> </ul>
<b>Physical Education</b>	Follow along with <a href="#">Chicken Fat</a> and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> <li>Identifies the components of health-related fitness.</li> <li>Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</li> <li>Examines the health benefits of participating in physical activity.</li> <li>Identifies that God's ideal for quality living includes a healthy lifestyle.</li> </ul>
<b>Art</b>	Masterpiece Art <ul style="list-style-type: none"> <li><a href="#">The art of Monet and Impressionism</a></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide.</li> <li>Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.</li> </ul>
<b>Music</b>	Songs of Faith and Hope <ul style="list-style-type: none"> <li>Learn and perform in a video <a href="#">"To God Be the Glory."</a> May be done with siblings or entire famil</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the diversity of musical expression can be used to glorify God and bless others.</li> <li>Reflect on how the influence of music can affect one's relationship with God.</li> <li>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent</li> </ul>